



# Oregon Mathematics Assessment

Mathematics Sample Test Scoring Guide  
Grade 3 Braille Version  
02/01/2018

## About the SampleTest Scoring Guides

The Mathematics Sample Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the Sample Test items. The items selected for the Sample Test are designed to reflect

- a broad coverage of claims and targets that closely mirror the summative blueprint.
- a range of student response types.
- a breadth of difficulty levels across the items, ranging from easier to more difficult items.

It is important to note that all student response types are not fully represented on every sample test, but a distribution can be observed across all the sample tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information<sup>1</sup>:

- Claim: statement derived from evidence about college and career readiness
- Domain: a broad content area that contains related targets and standards (i.e., Geometry)
- Target: statement that bridges the content standards and the assessment evidence that supports the claim
- Depth of Knowledge (DOK): measure of complexity considering the student's cognitive process in response to an item. There are four DOK levels, a 4 being the highest level.
- Common Core State Standards for Mathematical Content (CCSS-MC)
- Common Core State Standards for Mathematical Practice (CCSS-MP)
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key or exemplar: expected student response or example response from score point value
- Rubric and applicable score points for each item: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking the Computer Adaptive Test (CAT) portion of the summative assessment for grade 3. A separate document is available that provides a grade 3 sample performance task and scoring guide.

---

<sup>1</sup> Most of these terms (Claim, Domain, Target, DOK, etc.) are further defined in various other Smarter Balanced documents, as well as the Common Core State Standards for Mathematics. Refer to the *Content Specifications for the Summative Assessment of the Common Core State Standards for Mathematics* for more information.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #1   | 1     | OA     | D      | 2   | 3.OA.D.8 | N/A     |

Megan baked 28 sugar cookies and 24 chocolate chip cookies.  
Enter the total number of cookies Megan baked in all.

←
→
↶
↷
✕

|   |   |                           |
|---|---|---------------------------|
| 1 | 2 | 3                         |
| 4 | 5 | 6                         |
| 7 | 8 | 9                         |
| 0 | . | $\frac{\square}{\square}$ |

**Key:** 52

**Rubric:** (1 point) The student enters the correct number of cookies.

| Item | Claim | Domain | Target | DOK | CCSS-MC   | CCSS-MP |
|------|-------|--------|--------|-----|-----------|---------|
| #2   | 1     | NBT    | E      | 1   | 3.NBT.A.2 | N/A     |

What unknown number makes this equation true?

$$\square = 881 - 72$$

←
→
↶
↷
✖

|   |   |                           |
|---|---|---------------------------|
| 1 | 2 | 3                         |
| 4 | 5 | 6                         |
| 7 | 8 | 9                         |
| 0 | . | $\frac{\square}{\square}$ |

**Key:** 809

**Rubric:** (1 point) The student enters the correct number.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #3   | 1     | OA     | A      | 1   | 3.OA.A.3 | N/A     |

There are 5 rows of trading cards with 3 trading cards in each row.  
How many trading cards are there?

← → ↶ ↷ ✖

|   |   |                           |  |
|---|---|---------------------------|--|
| 1 | 2 | 3                         |  |
| 4 | 5 | 6                         |  |
| 7 | 8 | 9                         |  |
| 0 | . | $\frac{\square}{\square}$ |  |

**Key:** 15

**Rubric:** (1 point) The student enters the correct number of trading cards.

| Item | Claim | Domain | Target | DOK | CCSS-MC | CCSS-MP |
|------|-------|--------|--------|-----|---------|---------|
| #4   | 3     | OA     | F      | 2   | 3.OA.B  | 2, 4    |

Which expression is equal to  $6 \times 3$ , and why?

- Ⓐ  $6 + 3$ , because the numbers are in the same order
- Ⓑ  $6 \div 3$ , because division and multiplication are inverse operations
- Ⓒ  $3 + 6$ , because the order of the numbers does not matter in addition
- Ⓓ  $3 \times 6$ , because the order of the numbers does not matter in multiplication

**Key:** D

**Rubric:** (1 point) The student identifies the correct expression and reason.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #5   | 1     | OA     | A      | 1   | 3.OA.A.3 | N/A     |

Jack has 24 fish. He puts them into 4 bowls. Each bowl has an equal number of fish.

How many fish are in each bowl?

← → ↶ ↷ ✖

|   |   |                           |
|---|---|---------------------------|
| 1 | 2 | 3                         |
| 4 | 5 | 6                         |
| 7 | 8 | 9                         |
| 0 | . | $\frac{\square}{\square}$ |

**Key:** 6

**Rubric:** (1 point) The student enters the correct number of fish.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #6   | 1     | MD     | G      | 1   | 3.MD.A.1 | N/A     |

Look at the time on this clock.



Select the time, to the nearest minute, shown on the clock.

- (A) 7:42
- (B) 8:33
- (C) 9:33
- (D) 6:42

**Key:** D

**Rubric:** (1 point) The student selects the correct time.



| Item | Claim | Domain | Target | DOK | CCSS-MC   | CCSS-MP |
|------|-------|--------|--------|-----|-----------|---------|
| #7   | 2     | NBT    | C      | 2   | 3.NBT.A.2 | 1, 2    |

The table shows the number of books in four third-grade classrooms. One of the teachers is Tim's teacher, and one of the teachers is Sue's teacher.

| Teacher   | Number of Books |
|-----------|-----------------|
| Mr. Smith | 136             |
| Ms. Rose  | 148             |
| Mr. Brown | 172             |
| Mrs. Lee  | 122             |

Tim's teacher has 26 more books than Sue's teacher.

Who is Tim's teacher?

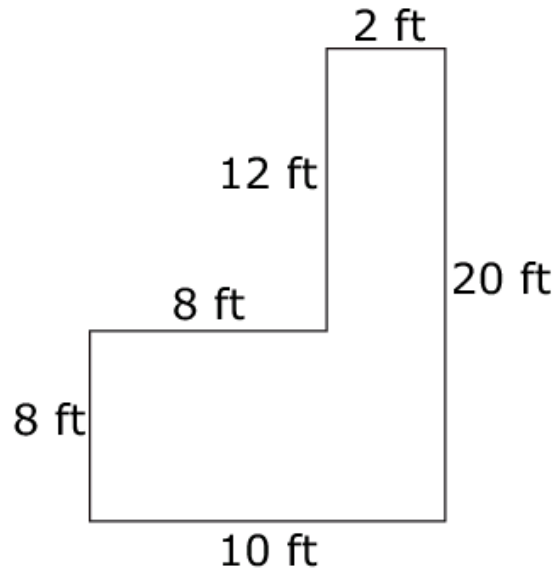
- Ⓐ Mr. Smith
- Ⓑ Ms. Rose
- Ⓒ Mr. Brown
- Ⓓ Mrs. Lee

**Key:** B

**Rubric:** (1 point) The student selects the correct teacher.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #8   | 1     | MD     | J      | 1   | 3.MD.D.8 | N/A     |

The side lengths of a shape are shown.



Enter the perimeter, in feet, of the shape.

← → ↶ ↷ ✖

|   |   |                           |
|---|---|---------------------------|
| 1 | 2 | 3                         |
| 4 | 5 | 6                         |
| 7 | 8 | 9                         |
| 0 | . | $\frac{\square}{\square}$ |

**Key:** 60

**Rubric:** (1 point) The student enters the correct perimeter of the shape.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #9   | 1     | NF     | F      | 1   | 3.NF.A.3 | N/A     |

What number goes in the box to make the equation true?

$$\frac{\square}{1} = 5$$

←
→
↶
↷
✖

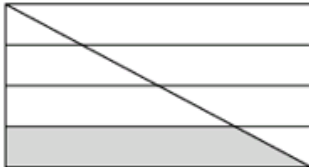
|   |   |                           |
|---|---|---------------------------|
| 1 | 2 | 3                         |
| 4 | 5 | 6                         |
| 7 | 8 | 9                         |
| 0 | . | $\frac{\square}{\square}$ |

**Key:** 5 or equivalent

**Rubric:** (1 point) The student enters a correct number.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #10  | 3     | NF     | D      | 2   | 3.NF.A.1 | 3       |

Jamie drew this shape.



She says, "I divided the shape into 8 parts. I shaded 1 part. So  $\frac{1}{8}$  of the shape is shaded."

Is Jamie correct? Select the statement that explains why.

- Ⓐ Yes, because there is 1 large piece shaded.
- Ⓑ Yes, because the shape is divided into 8 parts.
- Ⓒ No, because the 8 parts should be the same size.
- Ⓓ No, because there should be 1 medium piece shaded.

**Key:** C

**Rubric:** (1 point) The student selects the correct statement.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #11  | 1     | OA     | A      | 1   | 3.OA.A.4 | N/A     |

What unknown number makes this equation true?

$$6 \times 8 = \square$$

←
→
↶
↷
✖

|   |   |                           |
|---|---|---------------------------|
| 1 | 2 | 3                         |
| 4 | 5 | 6                         |
| 7 | 8 | 9                         |
| 0 | . | $\frac{\square}{\square}$ |

**Key:** 48

**Rubric:** (1 point) The student enters the correct number.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #12  | 1     | OA     | B      | 1   | 3.OA.B.6 | N/A     |

Which equation has the same unknown value as  $30 \div \square = 6$ ?

- A  $6 \times 30 = \square$
- B  $6 \div 30 = \square$
- C  $6 \times \square = 30$
- D  $6 \div \square = 30$

**Key:** C

**Rubric:** (1 point) The student selects the correct equation.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #13  | 1     | OA     | D      | 2   | 3.OA.D.9 | N/A     |

Part of a multiplication table is shown.

What two numbers correctly complete the pattern in the table?

Enter your answers in the table.

|    |                      |    |    |
|----|----------------------|----|----|
| 12 | 15                   | 18 | 21 |
| 16 | <input type="text"/> | 24 | 28 |
| 20 | <input type="text"/> | 30 | 35 |
| 24 | 30                   | 36 | 42 |

**Key:** 20 in the first row and 25 in the second row

**Rubric:** (1 point) The student enters the correct numbers.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #14  | 1     | OA     | C      | 1   | 3.OA.C.7 | N/A     |

Decide whether each equation is true or false.

Click True or False for each equation.

|                            | True                     | False                    |
|----------------------------|--------------------------|--------------------------|
| $8 \times 2 = 4 \times 6$  | <input type="checkbox"/> | <input type="checkbox"/> |
| $7 \times 3 = 3 \times 7$  | <input type="checkbox"/> | <input type="checkbox"/> |
| $5 \times 6 = 3 \times 10$ | <input type="checkbox"/> | <input type="checkbox"/> |

**Exemplar:** (shown at right)

**Rubric:** (1 point) The student correctly identifies the true equations.

|                            | True                                | False                               |
|----------------------------|-------------------------------------|-------------------------------------|
| $8 \times 2 = 4 \times 6$  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| $7 \times 3 = 3 \times 7$  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| $5 \times 6 = 3 \times 10$ | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |



| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #15  | 1     | OA     | C      | 1   | 3.OA.C.7 | N/A     |

Enter the unknown numbers that make each equation true.

Enter the first unknown number in the first box.

Enter the second unknown number in the second box.

$$5 \times 8 = \square$$

$$8 \times 7 = \square$$

←
→
↶
↷
✖

|   |   |                           |  |
|---|---|---------------------------|--|
| 1 | 2 | 3                         |  |
| 4 | 5 | 6                         |  |
| 7 | 8 | 9                         |  |
| 0 | . | $\frac{\square}{\square}$ |  |

**Key:** 40 and 56

**Rubric:** (1 point) The student enters the correct products.

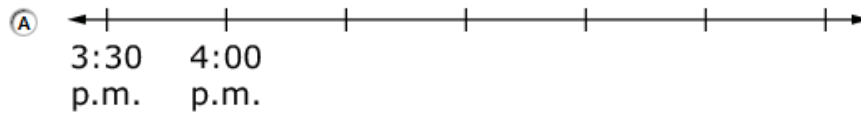
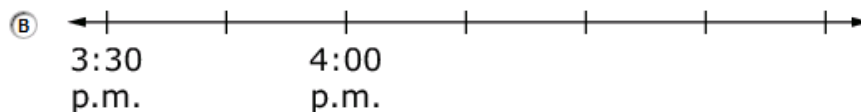
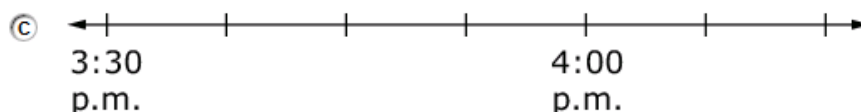
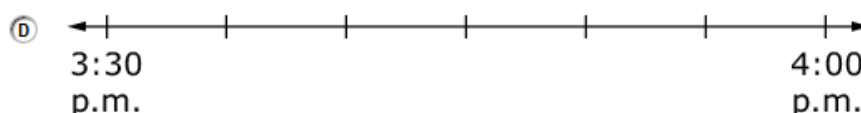
| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #16  | 3     | MD     | F      | 2   | 3.MD.A.1 | 4       |

Paul made a number line to show the times he started reading and finished reading.



Paul read for 45 minutes.

Which number line shows 4:00 p.m. in the correct place on Paul's number line?

- (A) 
- (B) 
- (C) 
- (D) 

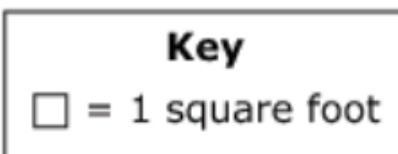
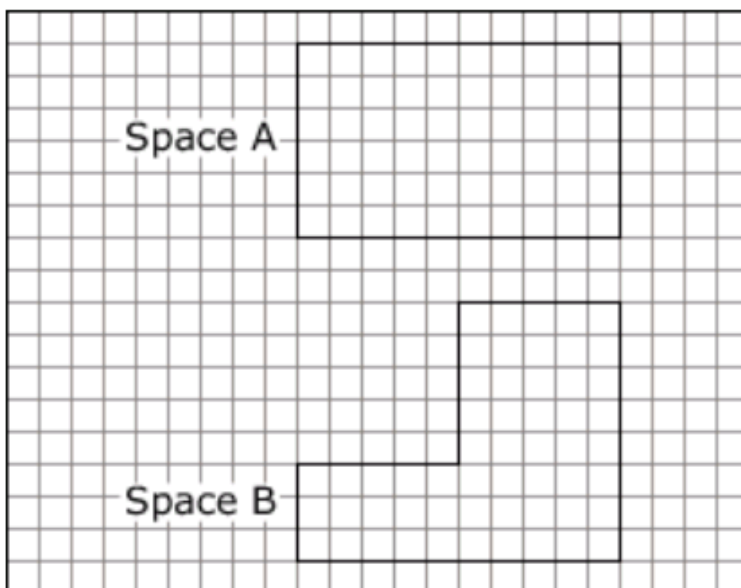
**Key:** B

**Rubric:** (1 point) The student identifies the correct number line.

| Item | Claim | Domain | Target | DOK | CCSS-MC | CCSS-MP |
|------|-------|--------|--------|-----|---------|---------|
| #17  | 1     | MD     | I      | 2   | 3.MD.C  | 4, 6    |

City planners want to build a garden by the city library.

- There are 2 possible spaces for the garden.
- The planners draw models of the spaces on a grid.
- Each unit length on a model equals a length of 1 foot.



How much more area does space A have than space B?

- Ⓐ 5 square feet
- Ⓑ 25 square feet
- Ⓒ 30 square feet
- Ⓓ 60 square feet

**Key:** A

**Rubric:** (1 point) The student selects the correct number of square feet.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #18  | 2     | OA     | A      | 2   | 3.OA.D.8 | 1       |

There are 9 cherry trees.

- Kim picks 8 cherries from each tree.
- Kim eats 14 of the cherries she picked.

Enter the number of cherries Kim has left.

←
→
↶
↷
✖

|   |   |                           |
|---|---|---------------------------|
| 1 | 2 | 3                         |
| 4 | 5 | 6                         |
| 7 | 8 | 9                         |
| 0 | . | $\frac{\square}{\square}$ |

**Key:** 58

**Rubric:** (1 point) The student enters the correct number of cherries.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #19  | 3     | OA     | E      | 2   | 3.OA.B.5 | 7       |

Libby said the answer to the problem  $5 \times 2 \times 3$  is 25. Her work is shown.

- Step 1:  $5 \times 2 = 10$
- Step 2:  $5 \times 3 = 15$
- Step 3:  $10 + 15 = 25$

Which is true?

- (A) Libby's answer is correct because  $10 + 15 = 25$ .
- (B) Libby's answer is correct because  $2 + 3 = 5$  and  $5 \times 5 = 25$ .
- (C) Libby's answer is not correct because she multiplied  $5 \times 3$  and  $5 \times 2$ .
- (D) Libby's answer is not correct because she should have multiplied  $10 \times 15$ .

**Key:** C

**Rubric:** (1 point) The student identifies the correct statement.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #20  | 4     | OA     | C      | 2   | 3.OA.D.8 | 1       |

Jamal's mother plans a trip for the baseball team.

- There are 14 players on the team.
- There are 5 parents going on the trip.
- The players and parents will all travel together in cars.
- Each car can hold a total of 5 people.
- There must be at least 1 parent in each car.

What is the **fewest** number of cars they will need?

← → ↶ ↷ ✕

|   |   |                           |
|---|---|---------------------------|
| 1 | 2 | 3                         |
| 4 | 5 | 6                         |
| 7 | 8 | 9                         |
| 0 | . | $\frac{\square}{\square}$ |

**Key:** 4

**Rubric:** (1 point) The student enters the fewest number of cars needed.

| Item | Claim | Domain | Target | DOK | CCSS-MC           | CCSS-MP |
|------|-------|--------|--------|-----|-------------------|---------|
| #21  | 2     | OA     | C      | 2   | 3.OA.A,<br>2.OA.C | 6       |

Jan divides 36 pens into groups.

- Each group has the same number of pens.
- Jan uses all of the pens.

For each number of pens in a group, click **Yes** or **No** to show if Jan can create groups that each have that number of pens.

|                              | Yes                      | No                       |
|------------------------------|--------------------------|--------------------------|
| <b>2 pens in each group</b>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>3 pens in each group</b>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>5 pens in each group</b>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>6 pens in each group</b>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>10 pens in each group</b> | <input type="checkbox"/> | <input type="checkbox"/> |

**Exemplar:** (shown at right)

**Rubric:** (1 point) The student correctly identifies which groups can be formed using all the pens.

|                              | Yes                                 | No                                  |
|------------------------------|-------------------------------------|-------------------------------------|
| <b>2 pens in each group</b>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>3 pens in each group</b>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>5 pens in each group</b>  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>6 pens in each group</b>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>10 pens in each group</b> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |



| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #22  | 4     | MD     | D      | 3   | 3.MD.B.3 | 5       |

Jenna made a picture graph in which each star represents some number of students. She forgot to complete the key.

### Favorite Color

| Color  | Number of Votes |
|--------|-----------------|
| Red    | ★ ★             |
| Blue   | ★ ★ ★ ★         |
| Yellow | ★ ★ ★ ★         |
| Green  | ★ ★ ★ ★         |

Key

★ represents

The difference between the number of students who voted for blue and the number of students who voted for red is greater than 5 but less than 9.

Enter a possible number of students that each star could represent.

← → ↶ ↷ ✖

|   |   |                           |
|---|---|---------------------------|
| 1 | 2 | 3                         |
| 4 | 5 | 6                         |
| 7 | 8 | 9                         |
| 0 | . | $\frac{\square}{\square}$ |

**Key:** 3 or 4

**Rubric:** (1 point) The student enters a possible number of students each star could represent.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #23  | 4     | OA     | E      | 2   | 3.OA.D.8 | 7       |

Kaden has 7 bags of animal toys. Each bag has these animal toys in it.

- 1 whale toy
- 5 dolphin toys
- 2 turtle toys

How many animal toys does Kaden have altogether?

Select **all** of the equations that show how to find the total number,  $t$ , of animal toys.

- $7 \times 8 = t$
- $7 + 1 + 5 + 2 = t$
- $7 \times (1 + 5 + 2) = t$
- $7 + (1 \times 5 \times 2) = t$

**Key:** first and third equations

**Rubric:** (1 point) The student identifies the correct equations.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #24  | 3     | NF     | B      | 3   | 3.NF.A.3 | 6       |

Two comparisons are shown.

$$\frac{\square}{\square} < \frac{2}{3}$$

$$\frac{\square}{\square} > \frac{2}{6}$$

Enter one fraction that makes both comparisons true.

←
→
↶
↷
✖

|   |   |                           |
|---|---|---------------------------|
| 1 | 2 | 3                         |
| 4 | 5 | 6                         |
| 7 | 8 | 9                         |
| 0 | . | $\frac{\square}{\square}$ |

**Key:** Any fraction between  $\frac{2}{6}$  and  $\frac{2}{3}$ ; for example,  $\frac{2}{4}$ ,  $\frac{3}{5}$ ,  $\frac{4}{10}$ , etc. Decimal equivalents for the fractions are also acceptable.

**Rubric:** (1 point) The student enters an acceptable fraction or decimal.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #25  | 1     | OA     | D      | 2   | 3.OA.D.8 | N/A     |

Jana has 107 wooden beads and 68 glass beads. How many more wooden beads than glass beads does Jana have?

Enter your answer in the response box.

←
→
↶
↷
✖

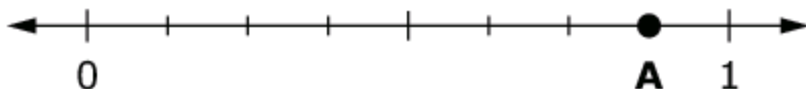
|   |   |                           |
|---|---|---------------------------|
| 1 | 2 | 3                         |
| 4 | 5 | 6                         |
| 7 | 8 | 9                         |
| 0 | . | $\frac{\square}{\square}$ |

**Key:** 39

**Rubric:** (1 point) The student enters the correct number of beads.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #26  | 1     | NF     | F      | 2   | 3.NF.A.2 | 4       |

Enter the fraction located at Point A on the number line.



← → ↶ ↷ ✕

|   |   |                           |
|---|---|---------------------------|
| 1 | 2 | 3                         |
| 4 | 5 | 6                         |
| 7 | 8 | 9                         |
| 0 | . | $\frac{\square}{\square}$ |

**Key:**  $\frac{7}{8}$  or equivalent

**Rubric:** (1 point) The student enters a correct fraction represented by Point A.

| Item | Claim | Domain | Target | DOK | CCSS-MC  | CCSS-MP |
|------|-------|--------|--------|-----|----------|---------|
| #27  | 1     | OA     | B      | 1   | 3.OA.B.5 | 7       |

Decide whether each expression is equal to  $4 \times 12$ .  
Select Yes or No for each expression.

|                     | Yes                      | No                       |
|---------------------|--------------------------|--------------------------|
| $4 \times (10 + 2)$ | <input type="checkbox"/> | <input type="checkbox"/> |
| $(4 \times 10) + 2$ | <input type="checkbox"/> | <input type="checkbox"/> |
| $4 + (10 \times 2)$ | <input type="checkbox"/> | <input type="checkbox"/> |

**Exemplar:** (shown at right)

**Rubric:** (1 point) The student correctly identifies the equal expressions.

|                     | Yes                                 | No                                  |
|---------------------|-------------------------------------|-------------------------------------|
| $4 \times (10 + 2)$ | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| $(4 \times 10) + 2$ | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| $4 + (10 \times 2)$ | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |